



MOLLY JONES

IN-CLASS PRESENTATION

Preparing for Winter

Theme

Animals and plants prepare for winter in a variety of ways.

Utah State Integrated Core Curriculum Topic

Standard Three: Students will develop an understanding of their environment.

Objective One: Investigate relationships between plants and animals and how living things change during their lives.

Objectives

Students will be able to:

- Describe three things animals do to survive the winter.
- Name what one specific animal does to survive the winter.

Time

30 Minutes

Materials

“How Turtle Flew South for the Winter” (Caduto, M. & Bruchac, J., 1988, 157-158); *what animals do in winter* poster (poster depicting a variety of animals grouped in the way they spend the winter, i/e hibernators, migrators, those that remain active, those whose eggs remain dormant, and those that store food) *“Winter is Coming”* (Caduto, M. & Bruchac, J., 1988, 160), paper, crayons

PROCEDURE

1) Ask students if they have noticed that winter is coming. If so, ask them how they knew. Tell students that animals, like humans, notice the change of the seasons and do many different things to survive the winter. Ask students if they know what a legend is? If not, explain that a legend is a story some people think might be true and others think is just a story. Tell the students that you have a legend that was told by the Dakota (Sioux) Indians who live on the Great Plains. Read *“How Turtle Flew South for the Winter.”*

2) Tell students that even though the story was probably not entirely true there were some elements of truth. For instance, birds fly south for the winter and turtles dig holes and sleep in the mud all winter. Show students the poster of

animals. Discuss what each group of animals does to survive the winter: becoming dormant, hibernating, migrating, storing food, remaining active, laying eggs. Point out and name the different animals in each group.

3) Tell the students they need to pick one of the animals from the poster to pretend to be. Have the students close their eyes and, without moving, think about what it would be like to be that animal. Read them the visualization *“Winter is Coming.”* Remind students that they need to picture these things happening as if they are their animal. After reading, give students a moment or two to think of how they would survive.

4) Pass out drawing paper. Have students draw their animal and how it survives the winter. Give examples, such as “if you were a snake you could draw yourself asleep in your den” or “if you are a bird you could show yourself flying south for winter.” Have students then write who they are and what they do to survive the winter. If there is time, have each student share her picture with the class.

EXTENSION

Have the students write a story about how their animal survived the winter.

References and Resources

Brady, I. (1998). *The redrock canyon explorer*. Talent, OR: Nature Works.

Tweit, S. J. (1992). *The great southwest nature factbook*. Bothell, WA: Alaska Northwest Books.

Caduto, M. & Bruchac, J. (1988). *Keepers of the earth: Native American stories and environmental activities for children*. Golden, CO: Fulcrum.

Williams, D. (2000). *A naturalist's guide to canyon country*. Helena, MT: Falcon Publishing.

Learning to avoid cryptobiotic crust

